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By-Giammatteo, Michael C.
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Nine group exercises for developing organizational skills and personal and interpersonal insight in inner city teachers are presented. The exercises, which consist of rationale and instructions for the user, are devoted to developing an understanding of verbal communication; investigating the roles of a helper, of a white counselor and black teacher in a conflict, and of a superintendent of schools and consultant in a race crisis; motivating interracial discussions; developing group skills in revising and reacting to policy documents; and exploring strategies for creative conflict. The latter also proposes how decisionmaking should be structured in an organization. An additional exercise (not necessarily for a group) explains the advantages of a time bar diagram (Critical Path Method network) over a conventional bar chart in long range planning. (LP)

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SUGGESTED EXERCISES FOR TRAINING INNER CITY TEACHERS

Michael C. Giammatteo
Research and Development Specialist

Field Paper 25
INTERIM LEVEL OF DEVELOPMENT
March 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Northwest Regional Educational Laboratory
710 SW Second Avenue/400 Lindsay Building
Portland, Oregon 97204

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The teacher training sessions suggested in this paper are based on field experiences at Jefferson High School, Portland, Oregon. Dr. Michael Giammatteo was the trainer. After further testing, these interim materials will be incorporated into an instructional system for training of inner city teachers.

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SUGGESTED MATERIALS FOR ONE OR TWO DAY SESSIONS

- Overhead projector
- Field Papers by Michael Giammatteo--
  - 2: Helping Professionals for Inner City Education
  - 13: Inner City Educational Needs of Youth
  - 15: Training Package for a Model City Staff
  - 17: Team Processes Related to Education Objective Development
    - Part I - Low Level Conflict Exercise: Designed to Facilitate Insights About Team Functions
    - Part II - Educational Objectives Worksheet
  - 18: Utilizing Issue Development Skills as a Training Device for Inner City Teachers
- Reprints of role plays I and II (approximately 10 more than anticipated attendance)
- Reprints of Counselor's Instructions, Teacher's Instructions and Observer's Instructions (from role play I) in appropriate numbers
- Trainer manual is being developed

SESSION A: BLACK-WHITE FILTERS

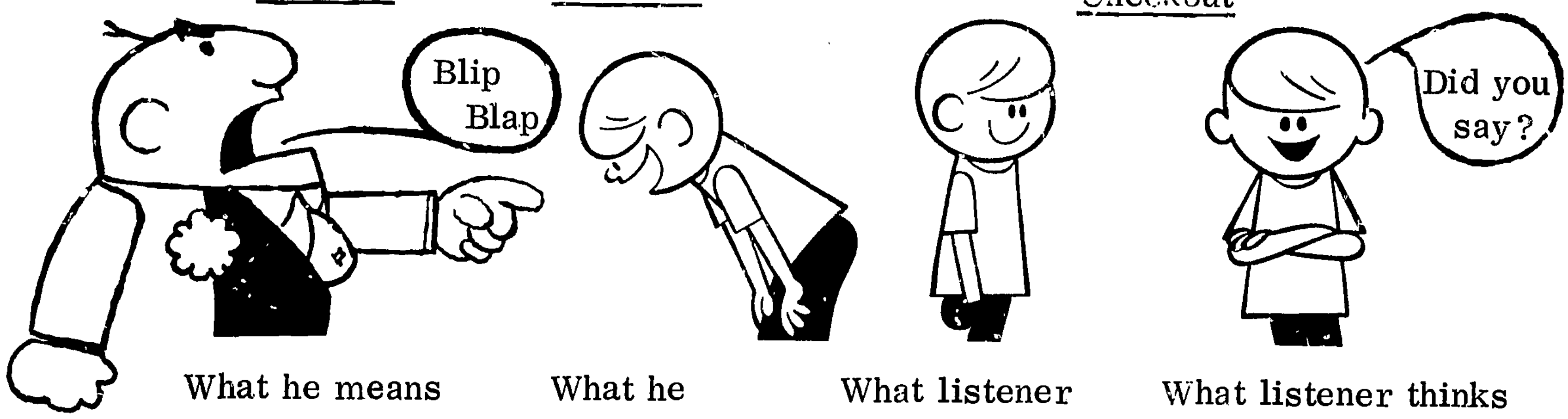
Read: Field Paper 18

Hear: "Church is Burning" tape

You have listened by reading and hearing.

The task for each five person group is to re-create the facts which have been presented. Only one person in each group will have Field Paper 18 and a fact list from the tape. You may ask each other questions.

Speaker — Listener — Checkout



What he means to say	What he actually says	What listener actually hears	What listener thinks he hears
I	II	III	IV

Our experiences, attitudes and values serve as filters in communication. The message at Point I may be entirely different when it gets to Point IV. Unless we check with the speaker about what we think we heard, we never know how much our filters distort messages.

SESSION B: BIAS REINFORCEMENT

Play a tape or read an interaction between a mother and daughter.

After the above has been discussed, ask, "With whom did you identify and why?"

Mother__________Daughter__________Why?

Circle the statement which best describes your actions during the discussion:

1. I tried to convince others of my position because I was confident it was right
2. I stayed neutral
3. I thought I might be right, but I let others do the talking
4. I gave up on the whole thing and watched

The following are ideas applicable to people trying to communicate with those who hold different biases:

- We like and listen to others holding a similar view
- We have more trouble listening when a differing position is presented
- We may react in one of the following ways when there is disagreement:

    Assume leadership in convincing others because we are sure we are right

    Give up and withdraw

    Make no commitment either way; do what we want

- We try harder to convince others to take our position when we are sure our position is right
- The more convinced we are that our position is right, the harder it is for others to change our minds

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SESSION C: HELPER'S ROLE

Blind learning, leading, feeding exercises, tower building

Your job as a helper creates problems. You and three others should role play a problem in which one of you is the helper (e.g. counselor, teacher, supervisor) hired by the school.

When you have completed the role play around your group's problem, discuss these questions:

1. Was there too much help?
2. Did the helper want to assist you on everything or did you move away quickly from those things done well?
3. Did the helper respect you or did he intimate you could never learn?
4. Did the helper tell you how to do the tasks or did he demonstrate so that they became easier?
5. What feelings did the helper have? Frustration? Anger? Enthusiasm? Compassion?

SESSION D: IDEAS FOR HELPING

A professional who is helping others in new situations may use the following ideas for a walk through which leads a person through a new process one step at a time:

- Support-----when a person gets close to mastering a step, support and reward each thing that brings him closer to the final process
- Repetition---repetition of any one step helps the person master it and makes it fairly automatic
- Multiplier---when one process is mastered, any similar process is easier to master

The helper should show and explain. He should not give too much help or make those he is helping feel embarrassed.

SESSION E: ROLE PLAY I (COUNSELOR-TEACHER CONFLICT)

Counselor's (Vice Principal's) (Supervisor's) Instructions

You are Buck Henry, a white counselor. You have been with the school about eight years, working your way up from teacher to counselor. You have a great deal of loyalty to the district because you feel it has been good to you. You become impatient with teachers who complain about schools and school policy and who don't seem to take their jobs seriously. At the same time, you haven't forgotten what it was like to be a teacher, so you try to be fair. You have just completed a course in problem solving and you are eager to put the newly learned skills to work.

Leroy Jackson, a teacher who is very well liked by students, is about five minutes late for class every morning. He is one of a new group of black teachers and was hired only four months ago.

Try to get into your role--try to become Buck Henry.

When the observer tells you to begin, put on the White Mask and start reading the dialogue below. If masks are not available, you are white and will sit with your back to Leroy Jackson, who is black. When you finish reading the dialogue, continue on your own and try to reach a solution to the problem.

Role Situation and Starter Dialogue

You have just encountered Leroy Jackson:

Buck: Leroy, I want to talk to you.

Leroy: O.K., what's up?

Buck: You've already been warned about being late. What seems to be your problem with getting here on time?

You carry on with the dialogue from here.

SESSION E: ROLE PLAY I (Cont.)

Teacher's Instructions

You are Leroy Jackson, a Negro teacher. You have been with the school four months and feel the district has been pretty fair to you so far. You don't like Buck, but that doesn't keep you from doing your job. You are one of the better-liked teachers. The students come to visit with you, rather than going to the professional counselors. It strikes you as unfair that many white teachers who are less "with it" make more money than you do just because they have been teaching longer. You also feel the other teachers are bigoted against you. You are five minutes late every morning because your bus runs behind schedule. The black neighborhood where you live is some distance from the school. Although you have received a written warning about the problem, you don't want to take a bus one hour earlier just to save five minutes.

Try to get into your role--try to become Leroy Jackson.

When the observer tells you to begin, put on the Black Mask and start reading the dialogue below. If masks are not available, you are black and will sit with your back to Buck Henry, who is white. When you finish reading the dialogue, continue on your own and try to reach a solution to the problem.

Role Situation and Starter Dialogue

You have just encountered Buck Henry:

Buck: Leroy, I want to talk to you.

Leroy: O.K., what's up?

Buck: You've already been warned about being late. What seems to be your problem with getting here on time?

You carry on with the dialogue from here.

SESSION E: ROLE PLAY I (Cont.)

Observer's Instructions

Your task as an observer is to watch what goes on between counselor and teacher and to fill out the attached checklist. The checklist is a way to judge how well the man playing the counselor is applying problem solving skills. Read over the checklist and problem solving steps. When you understand what you are to do, have the role play people put on their masks. If no masks are available, have them sit back to back. Mark the checklist as the two people role play.

Steps in Problem Solving

1. Gather information about the problem from the people involved
2. State the problem accurately and clearly
3. Consider the alternatives to find the best solution among all those possible
4. Commit to action: make a decision and make sure people know who is going to do what

Checklist for Counselor's Behavior

Circle the number which best describes how the counselor reacted.

A. Problem Solving

o Did the counselor gather all the information before deciding what was wrong?

1	2	3	4	5	6	7
Made a snap judgment						Gathered all significant data

SESSION E: ROLE PLAY I (Cont.)

- o Did the counselor ever state what the problem was?

1	2	3	4	5	6	7
No						Clearly stated the problem

- o Did the counselor consider all possible alternatives in solving the problem?

1	2	3	4	5	6	7
Looked at only one alternative						Explored all possible alternatives

- o Did he reach a definite decision and receive a commitment to it from the teacher?

1	2	3	4	5	6	7
Made no decision						Reached a definite decision

B. Sharing Trust

- o Did the counselor openly express his feelings? Did he really level with the teacher?

1	2	3	4	5	6	7
Completely phony						Straight and on the level

- o Did he listen and understand the teacher's point of view?

1	2	3	4	5	6	7
Paid no attention to him						Understood his view and communicated this to him

- o Did he ever give help or offer to give help with the problem?

1	2	3	4	5	6	7
Never						Gave or offered help several times

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SESSION E: ROLE PLAY I (Cont.)

After the trainer calls for time, or the predesignated time has been reached, your role as observer is to report to the two people your observations concerning their behavior.

Following are some questions the observer may want to ask group observers and/or participants:

1. Did the counselor behave as he would have on the job?
2. Did the Negro teacher behave as he would have in his school building?
3. Did each level with the other?
4. How could the counselor have been more effective?
5. Did the teacher seem to trust the counselor?
6. How would others feel in the teacher's position?

SESSION F: ROLE PLAY II (HIRING A CONSULTANT)

Actors needed: Superintendent, principal, observer
2 alter ego representatives (what superintendent and consultant would say if thoughts could be verbalized without concern for repercussions)
2 radical right representatives (what superintendent and consultant think they should say to be in the community's good graces)

Physical arrangement: (1 and 2 should be back to back; A and B should be within a foot or two of 1 and 2)

(A) Superintendent's Alter Ego

(A) Consultant's Alter Ego

Consultant

1 2

Superintendent

(B) Superintendent's Radical Right

(B) Consultant's Radical Right

Tape Recorder

Scene 1: THE SITUATION

Superintendent

You are the superintendent of schools in a city with 400,000 residents. Two of your high schools have experienced serious disruption this week.

Students at Booker T. Washington School (94 percent Negro students) walked out of classes on Thursday. They have a list of 14 grievances concerning alleged racial discrimination by the staff and in the curriculum. You thought the students had agreed to wait some time before expressing themselves, which would

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have given the staff time to work out new procedures. This morning, Friday, the students came back to school wanting to meet with the principal about the demands. He said he would sit down with them as soon as they all went back to classes; students said they wanted the discussion before they went back. About 40 percent of the students did not join the boycott on Thursday afternoon and 20 percent did not join today.

At Abraham Lincoln High School (20 percent Negro students) roving bands of black and white students attacked each other as busses were being unloaded this morning. School personnel managed to stop the ruckus by 10 a.m., but there is every indication that disturbances will continue later today and Monday. The police chief insists his forces be called in if further trouble should erupt at Lincoln. His son goes there and has been telling him about the black students' plans. Parents have been calling your office all morning.

You want to help. You would like all this racial stuff to blow over so you could get back to the business of education. Aren't there experts around who can assist in conflict resolution?

Scene 2: IN THE SUPERINTENDENT'S OFFICE

Superintendent

Thank God you're here. Let me tell you what's been happening. This is the principal of Lincoln. The principal of Washington is in the next room meeting with the leader of the militant black kids.

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Principal of Lincoln

Here are the kids. They are the agitators and leaders. I'd just as soon expel them. My teachers won't come in Monday if we keep the agitators.

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SESSION F: ROLE PLAY II (Cont.)

FEEDBACK OBSERVATION GUIDE

Circle the number which best describes how the superintendent reacted to Role Play II situation. Teacher and student or employer and employee may be substituted as the role name for either superintendent or consultant. The trainer will determine the name to be used.

- Did the superintendent talk with the consultant about what was expected from him?

1	2	3	4	5	6	7
Never						Clearly stated expectancies

- Did he help the consultant state what was needed and expected from the superintendent?

1	2	3	4	5	6	7
Didn't care						Actively helped and was responsive

- Who did most of the talking?

1	2	3	4	5	6	7
Superintendent did almost all						Consultant did almost all

- Did the superintendent leave the door open? Were things tentative so the consultant will feel free to discuss things with him?

1	2	3	4	5	6	7
Definitely not						Consultant will feel free to talk

- Did the superintendent openly express his feelings? Did he really level with the consultant?

1	2	3	4	5	6	7
Completely phony						Straight and level

- Did he listen and understand the consultant's point of view?

1	2	3	4	5	6	7
Didn't pay any attention						Understood his view and communicated this to him

- Did the superintendent offer help with the problem?

1	2	3	4	5	6	7
Never						Gave or offered help several times

SESSION G: TECHNIQUES FOR ANALYSIS OF DOCUMENTS

The use of neutral and real documents as a means of developing small group process skills is profitable when groups are to revise or react to policy documents.

Problem

Inner city school staff is to aid in developing policy guides which will facilitate school management

Personnel

Total school staff plus selected students (representatives, not elective)

Trainers to facilitate 1-12 ratio

Location

School building

Materials

Neutral documents (see Figure I and Figure II)

Real document to be revised (see Figure III)

Procedure

1. Have each participant read one of the neutral documents. Each person will then note age, sex, life style (hippie, liberal, etc.) of the document writer. Historical time, size and geographical location of the place where the writer lived also should be noted. (10 minutes)

2. Have the participant compare notes with one other person. (3 minutes)

3. Have participants get into six-person (maximum) mixed groups.

4. Have the six-person groups note the social class, age, sex and life style of the document writer. Historical time, size and geographical location of the place where the writer lived when document was written also should be noted. Have each group pool its ideas for large group feedback period. (30 minutes)

5. Have groups (N=6) meet in a large group and feed into one recorder the pooled responses of the small groups. Have these responses listed on the board. (10 minutes)

6. Have individuals react to the responses and rethink their original thoughts about the document. (5 minutes)

7. Trainer should read off "correct answers" and call attention to participants' reactions to these steps:

   o Individual transaction--To provide time so each person can develop a set of ideas about the document. Time is needed so as not to penalize people who did not have the document prior to the meeting.

   o Two person transaction--To let people test ideas on a friend.

   o Small group transaction--To permit reduction of any anxieties individuals may hold about the document. To permit people to move past the level of attacking the writer or presenter of the document and/or the task of analysis of the document. Psyching out the writer in terms of "what do they want us to say or do" is another major function of the small group. Once this problem is bypassed, the groups can begin to attack the content of the document.

   o Large group pooling of responses--To permit small group participants a second chance to attack pool of estimates about the document without the participant having to attack another person on his staff..."attack the idea not the person."

   o Individual transaction--To permit private responses to original document.

8. Pass out real document and flow-through Steps 1-7.

Additional procedures for attack of a real document

1. Let the teacher or aide know what is expected of him; let him know what is considered satisfactory performance.

2. Show and explain how the environment or situations will be managed.

3. Give feedback--let the teacher or aide know if he is meeting goals and expectations.

4. Establish by group techniques an operating system that is real and workable.

Figure I: Neutral document for attack

Pretending marriage is for life was fine when people died young and vigorous men could bury three wives and put nice gravestones over all of them. You also found the woman who, if she were vigorous, would bury three husbands. We had such a marriage style in an Indian tribe on the Northwest coast, where young men married middle-aged widows and that gave them a start in life. Then these widows died about the time men reached middle age, and they as middle-aged men married young girls. Then they died and left their wives as middle-aged widows who married young men. Everybody had fun. But you couldn't do this today because people stay alive so long. I think the longer people live and the more diverse their experience, the less likely it is that two people will stay married a lifetime. You see, if people get married at 20, they then have a reasonable expectation of being married for 50 years. The contemplation of 50 years together makes people less willing to tolerate an unsatisfactory marriage.

SESSION G: TECHNIQUES FOR ANALYSIS OF DOCUMENTS (Cont.)

Figure II: Neutral document for attack

On May________, ______________________________published the following notice to the people of the city and county of______________________________.

> Beloved Children--in the critical circumstances in which you are placed, I feel it my duty to suspend the exercises of public workship in the Catholic churches, which still remain, until it can be resumed with safety, and we can enjoy our constitutional rights to workship God according to the dictates of our conscience....

Mobs and 5,000 troops roamed the streets in a warlike atmosphere. Two Roman Catholic churches were burned down, and volunteer firemen were afraid to extinguish the blaze of the smoldering churches and of__________homes in the neighborhood. Local authorities, incapable of coping with the violent passions which swirled through the bloody streets, called upon the military. Fourteen persons were killed and some fifty wounded. Forty dwellings and their contents were destroyed. Two rectories and several convents lay in ruins. Hundreds of______________, homeless and hunted like animals by boisterous mob, sought refuge, many in the homes of anguished Protestants. The________________ himself was welcomed into the home of a Protestant minister. The mayor of ________________, trying desperately to calm the rioters assembled before St. Augustine's Church, was felled by a brick. Death, arson, and hatred presided over the________________, spilling over into many other________________ communities.

What had evoked such a frightful nightmare in the City______________? Bishop Kenrick had protested that the religious conscience of________________ _____________was violated in the public schools by the singing of hymns, by the recitation of prayers, and by the use of the King James version of the Bible instead of the Douay (Catholic) Bible. The Board of School Controllers responded with a ruling that no children whose parents are conscientiously opposed could be required to attend, or join in the reading of the Bible; and that any particular version of the Bible might be furnished children without comment.

The hatred and violence which swirled through the streets of__________ in that wild episode left a scar on the city's consciousness.

Figure III: Real document for attack (The document is not edited and is an actual entry.)

DISCIPLINARY PROCEDURES

I. General Statement

The responsibility of maintaining an educational atmosphere that is conducive to learning is to be shared by parents, school administrators, teachers, students, and community. Without the support of all elements we cannot succeed. The major thrust will be centered on keeping lines of communication open and making_______________ a school in which all concerned can take pride.

II. Classroom Discipline

There are two types of classroom problems which necessitate the sending of a student to the Class Center or Vice Principal's Office.

1. The "crisis" type of classroom problem which obviously requires immediate attention. In this case the referral is not to be readmitted to your class unless he/she has been seen by the Class Dean and you have received an action slip. More serious offenses or chronic offenders will be sent to the appropriate Vice Principal.

2. The "custodial" type problem which, for the good of the class, must be temporarily (usually for the remainder of that period) removed from the class. Teachers must take care not to abuse this procedure.

   A written referral slip must be sent to the Class Center or Office with each student referral for disciplinary purposes. (See referral procedures listed below.)

It is the policy of the deans and administrators to support the teacher in questions of discipline. The vice principals and deans, however, welcome and encourage the opportunity for student-teacher conferences.

III. Referral Procedure

1. First, be specific in your instructions so that there can be no misunderstanding.

2. Be sure the student knows why he is being sent to the office.

3. Fill out the referral slip and send it with the student to the office. (If you feel the student will not bring the report, send it to the Class Center or Office by messenger). Indicate insubordination if it exists since no student or parent can justify such behavior in school.

4. If this is a "crisis" type problem, call the Class Center, tell an adult secretary you are sending someone for "discipline", and that you will see the dean at your earliest convenience.

5. The Deans' and/or Vice Principals' procedure will be as follows:

    a. Student will present referral report to the secretary in the Class Center or the vice principals' reception area.

    b. Student will be detained until he is seen by the Dean or Vice Principal.

    c. Parents will be notified of the problem via phone, letter, or conference when appropriate.

    d. The teacher will be notified of action taken by the office or Class Center. The action slip will be returned to the teacher and will serve as the readmittance slip.

IV. <u>Hall Security</u>

1. Teachers are responsible for seeing that students leaving their room have a definite destination and not allowed to have free run of the halls. (Restroom and locker trips are to be kept to a minimum).

2. Teachers are expected to be at their doors during passing so that they can take an active informal interest in students coming from one class to another.

3. Teachers are asked to teach with their doors open. (Exception would be music and shop courses). If hall noise is so great to disturb a class proceed as follows:

    a. Ask the individuals to move on.

    b. If they refuse close your door and call the office via intercom or

c. If a Hall Patrol member is in the immediate vicinity ask him to correct the problem.

d. If subject matter demands that the door be closed--close it.

4. If a fight is in the making or taking place call the office immediately. A vice principal will be immediately notified. In the meantime, teachers should attempt to control the situation and gather information and facts pertaining to the participants' identity. You should also try to get names of witnesses.

5. Hall Passes are to be kept to a minimum. All students in the halls are to have a definite destination and should carry one of three types of passes.

   a. Board Pass -- to be used for quick trips to lavatory, etc. If board is stolen report it to the hall patrol.

   b. Paper Pass -- to be used for other than lavatory, locker, etc. trips.

   c. Green Library Pass

   d. Note -- later in the year, seniors may be awarded special hall privileges.

V. Outside Security

1. Students are not to be in automobiles during the school day with the exception of the lunch periods.

2. Students should be encouraged to remain on campus so that the problem of neighborhood littering be kept at a minimum.

3. Students and parents are asked to observe traffic regulations and to keep traffic moving in front of the Kerby and Commercial Street entrances.

4. All thefts and cases of malicious mischief are to be reported to the police.

5. Smoking by students in or on school premises is unlawful. Students are asked to take pride in their school and present the best possible image to citizens who pass the building.

6. Enforcement of the no smoking regulation is the responsibility of all school personnel. It is "nasty, duty" but one that should be consistent as well as insistent. Faculty members are asked to use student lavatories when possible and/or walk in or out at frequent intervals. We want to avoid the common comment that "everyone can smoke in the student lavatories -- no one will do anything about it". The standard procedures to enforce the no smoking law will be as follows:

   a. First Incident -- Report and counsel and notify parents.

   b. 2nd Incident -- Suspension and parent conference.

   c. 3rd Incident -- Possible expulsion.

7. The "No Tresspassing" ordinance will be strictly enforced against outsiders who are not on lawful school business.

SESSION II: VALUE EXPLORATION

The use of social value choices during silent role play sessions serves as a means of developing intergeneration and interracial discussions.

Problem

Inner city school wants to discuss racial problems

Personnel

Need three groups (two student and one adult) to participate; two trainers

Location

Three groups should meet in a gym or large room

Materials

Osgood Semantic Differential--place key words on twenty oak tag cards located as shown in Figure I

Masks--black, white, red, yellow, old lady and old man (five of each); use to show color and age dimensions so any group can participate; reality demons are part of Group II and may tap actors if they fail to role play "like it is"

Procedure

1. Student Group I to locate themselves as shown in Figure I. They should become familiar with card locations.

2. Student Group II to meet for five minutes to develop a silent play. Return to large room to enact the play.

3. Adult Group III to locate behind Group II and face Group I. Adult Group should become familiar with card locations to note where Group I people move during the play.

4. Have Group I participants move toward card that describes their feelings during the play.

5. Have short, silent play enacted.

6. Move into two (maximum) mixed circles, one trainer per group. After each person has a chance to think alone about what was witnessed, discuss what was enacted by the players.

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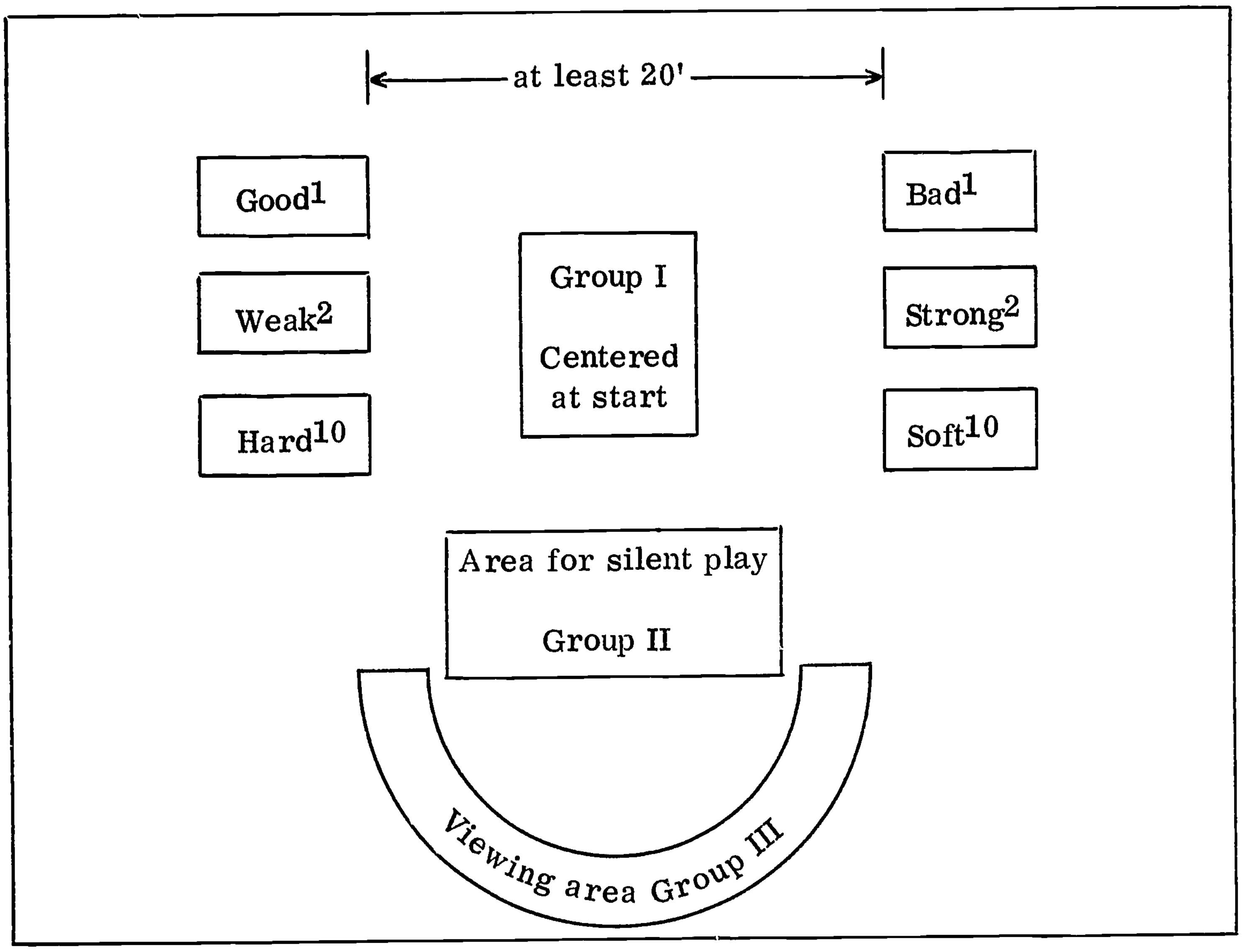
<u>Figure I</u>

Gym or large room



SESSION I: LONG-RANGE PLANNING SKILLS

Critical Path Method (CPM)

I. Definitions Used in CPM

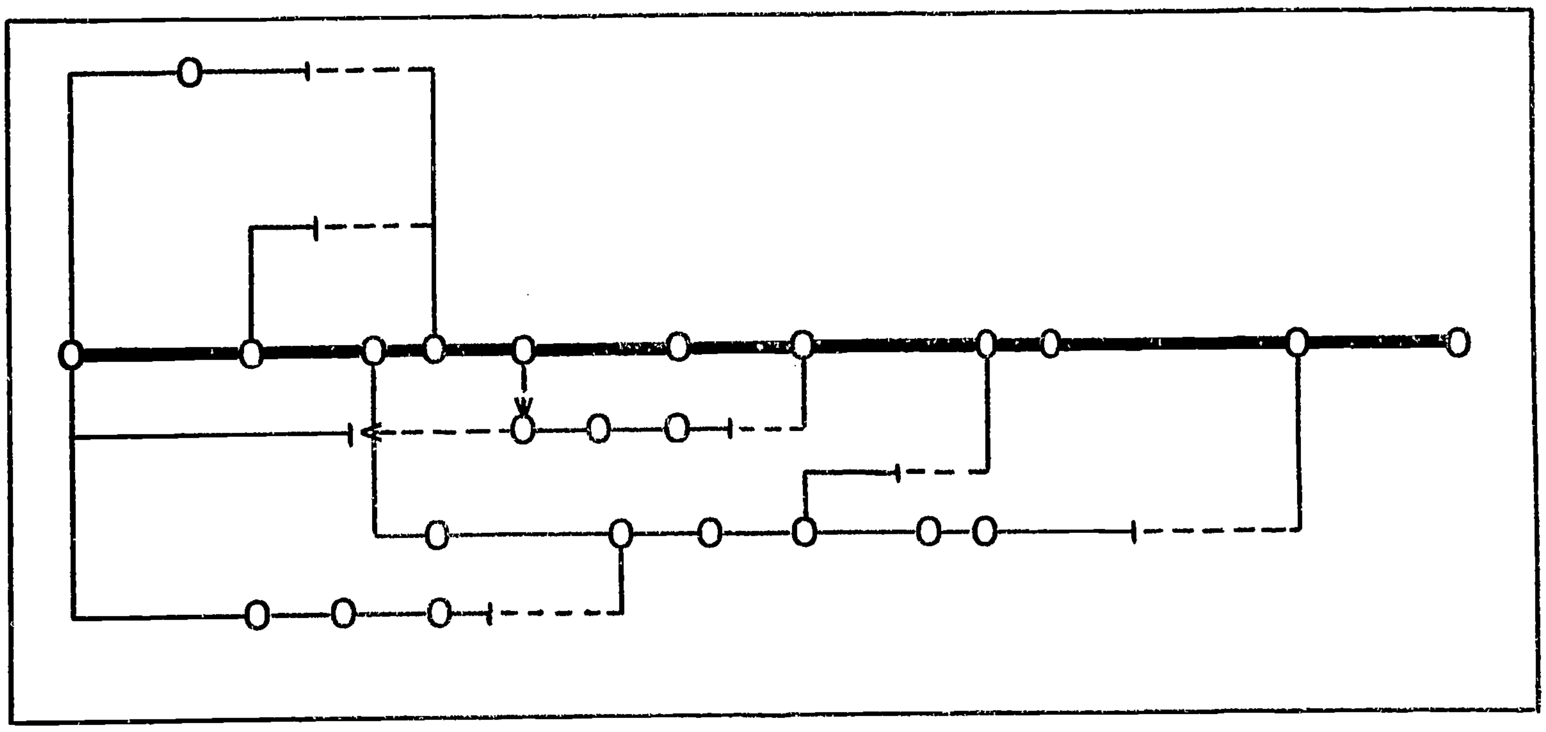
Activity: ⟶	A time-consuming effort needed to complete a segment of the project. An activity is shown by an arrow. Resources may or may not be required. Sometimes called a job.
Event: ○	A point in time indicating the end or the beginning of an activity. An event is shown by a circle. Sometimes called a node.
Dummy: - - - - →	A symbol showing a restraint relationship between activities. The dummy requires no time, and is indicated by a dashed arrow.
Critical Path: ➡	The longest sequential path of activities in a project which connects the beginning and the end of the project. The sum total of the activity durations along this path is equal to the minimum project duration. The critical path is shown by a heavy arrow, and is where the earliest start time equals the latest start time, and the earliest finish time equals the latest finish time.
Earliest Event Time: □	The earliest possible time at which all activities terminating at the event can be completed. Indicated in a square at the head of one activity arrow terminating at this event.
Latest Event Time: △	The latest possible time at which all activities terminating at the event can be completed so as not to cause a delay in the project completion date. Indicated in a triangle at the tail of one activity arrow starting at the event and having the earliest (smallest) of the latest start times.
Earliest Start Time:	The earliest time at which an activity can start. Controlled by the earliest event time.

Earliest Finish Time:	The earliest time at which an activity can be completed. Indicated at the head of the activity arrow.
Latest Start Time:	The latest time at which an activity can start so as not to cause a delay in the project completion date. Indicated at the tail of the activity arrow.

II. Conventional Bar Chart

1. Precise sequence and activity relationships are not shown
2. Simultaneous planning and scheduling are required
3. Costly omissions are common
4. Slack or float time is never indicated
5. Time needed for critical activities is not identified
6. Timely decisions are virtually impossible to make

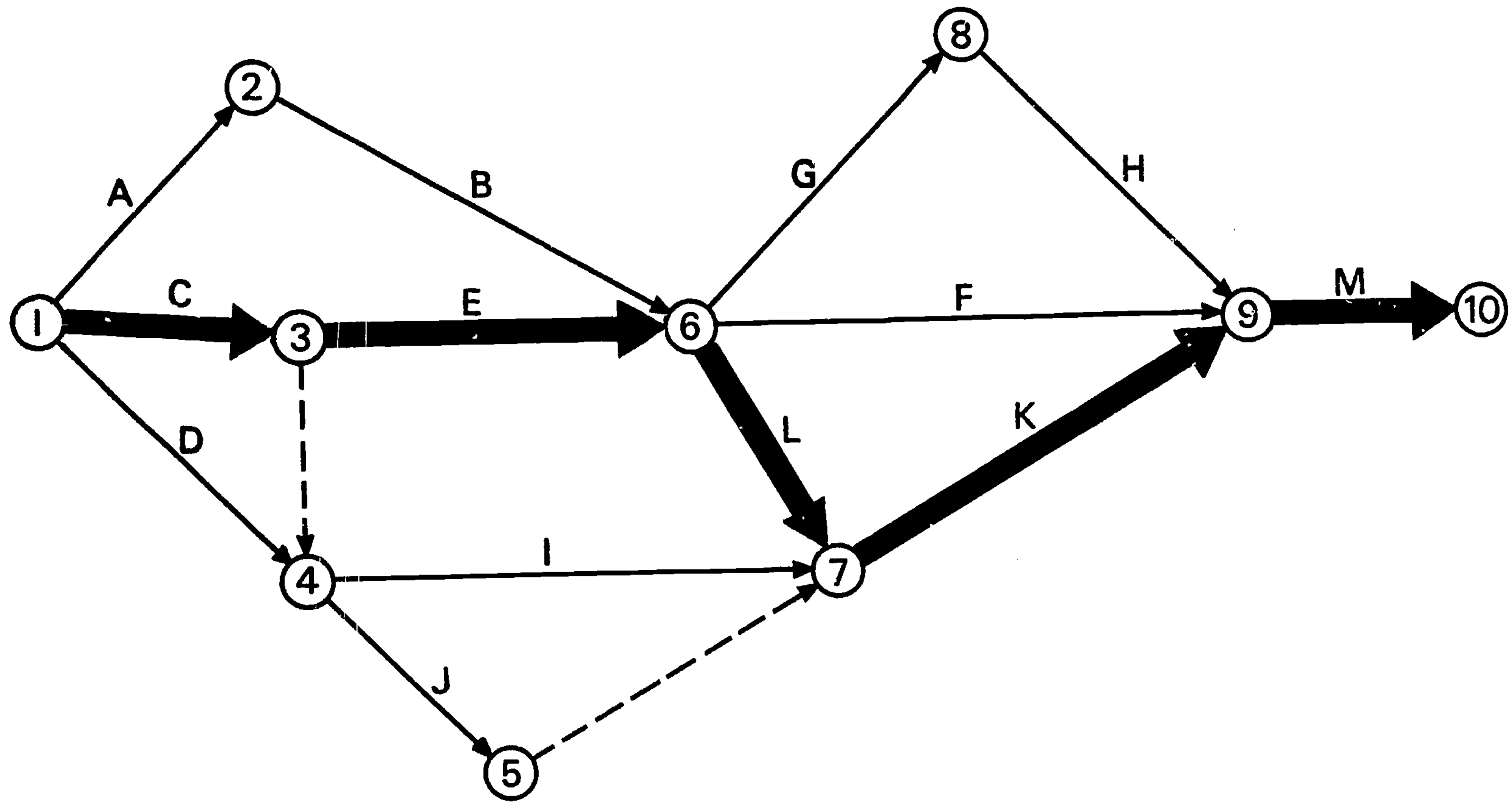
III. Time Bar Diagram



1. Demands that you plan the exact sequence of activities
2. Enables you to see activity relationships at a glance
3. Shows you when and where a work unit may be started or completed and points up target dates
4. Determines most efficient use of facilities, equipment, and manpower
5. Minimizes the possibility of omission
6 Indicates slack or float time
7. Emphasizes each and every critical activity
8. Anticipates probable bottlenecks, and lets you plan ahead
9. Pinpoints correct and profitable expediting
10. Facilitates immediate field decisions
11. Generates a master plan for subcontractors

SESSION I: LONG-RANGE PLANNING SKILLS (Cont.)

IV. Typical CPM Network



	Event:	A point in time. The start or completion of an activity. Often called a node.
	Activity:	The elapse of time. Utilization of resources may or may not be required. Often called a job.
	Dummy:	Used to indicate activity restraints. The dummy always takes zero (0) time.
	Critical Path:	The longest sequential path of activities in the network that determines the minimum project duration.
	Network:	The logical sequence of activities and events. Often called an arrow diagram.

SESSION J: STRATEGIES OF CREATIVE CONFLICT

When there is conflict in a group--that is, a lack of democratic behavior between two or more group members--it is usually a person rather than an idea that is causing the conflict. People say, "I don't agree with YOU," or "I think YOU are wrong," instead of "I don't agree with your IDEA," or "I think the IDEA you have placed before the group lacks merit."

Following are several points to remember when dealing with a conflict situation:

1. Understand yourself and the other person(s).

   a. Interpret your feelings rather than letting them explode.

   b. Try to understand the situation from the other person's point of view.

   c. Try to see the situation objectively.

2. Work to improve your skill and power to express your position and feelings.

   a. People know and understand you by your words and actions.

   b. What words do you use? Do they mean the same thing to everyone present? An argument is often no more than a misunderstanding.

   c. Work to communicate your real self. Keep the lines of communication open.

   d. Do not destructively attack the "self-concept" of the other person(s).

3. Look beyond the symptoms of the conflict; seek out the causes.

4. Respect and trust others as persons.

Charting the Decision-Making Structure of an Organization: Decision Trees

Charting a line of delegation will describe the structure of an industrial organization. Theoretically, each manager is responsible for more work than he personally can do. Therefore, he delegates subsections of his responsibilities to others who report to him. If this network is considered from the center (Chief Administrative Officer) and is moved to the periphery of the organization, the outer direction would be called the Line of Delegation. If our attention is reversed to consider the relation between the subordinate and the person who delegates to him, the same network is called the Line of Accountability.

The Line of Delegation/Accountability is referred to by many organizations as the Chain of Command. In some organizations it is known as the In-Line Structure. Nearly all social scientists who have studied organizations recognize that the In-Line Structure is a normative fiction. It does not describe what exists, but what managers think ought to exist. Any management text demonstrates this by discussing the formal organization as different from the informal organization. Observations show that most people in an organization have work delegated to them from many different sources. Similarly, official accountability is a feeling of obligation for the accomplishment of work delegated to one by one's manager. Most people also feel accountable to others in the organization for whom they provide service.

The seemingly straightforward concept, then, of the Line of Delegation or the Chain of Command is a tremendously oversimplified picture of organizational structure. This oversimplification, however, does relatively little damage until the Line of Delegation is confused with the communication pattern in the

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organization. Interaction and communication become restricted to the Line of Delegation. "Going through channels" or "staying in the line" is emphasized excessively. Rather than involving those who are needed to solve a problem, the emphasis is on whether it is proper or improper to communicate with them. Peter Drucker points out that going through channels is not just a symptom of organizational difficulty; it is the basic cause of it. The result is isolation.

Use of the Line of Delegation as a communication pattern results in a number of people having partial information without one person having the total overview needed to solve a problem. Isolation of people from others means that everyone has much misinformation. This further complicates the process of arriving at beneficial decisions.

Another problem is that people have feelings about their co-workers. Many decisions are made without full knowledge of all the facts and assumptions. Many people explain other's actions in terms of motivation. As people become more isolated from each other and have less and less of the same information, actions are interpreted as evidences of plots and counterplots. An individual may be suspected of having harmful intentions when the real problem is lack of coordination. Emphasis on "going through channels" increases distrust, suspicion, isolation and problems of coordination.

Although the Line of Delegation/Accountability describes only one organizational structure, it is referred to as the organizational chart or structure. This is not true. Organizational structure may be described in relation to many different concerns. It may relate the amount of influence and kind of participation each organizational position has to various decisions. This is the decision-making structure of the organization.

The following chart indicates the kinds of influence exercised by positions in decision making.

Code — **KINDS OF INFLUENCE**

Blank = may recommend or suggest. In a healthy organization, any person should be able to make recommendations to the person who can authorize action. The cell in the chart is left blank because this is assumed for all positions.

I = must be informed. "I" means the position needs to know the result of a decision so that appropriate coordinating action can be taken. The "I" usually shows that a position will be affected by a decision, or that they will have to implement it.

C = must be consulted. The position must be given opportunity to influence the process of arriving at a decision by presenting information, demonstration or proof. A "C" position is limited to influence by persuasion. The "C" position should be consulted early enough in the process so that his information can make a genuine difference in the final decision.

A = approval must be secured. The position must be consulted and may veto a proposed decision. Early participation of "A" is desirable because it may make a later veto unnecessary. Approval of a proposal by an "A" position is a recommendation for that action. The action may be taken but it does not have to be. Disapproval of a proposal by an "A" position means it cannot be put into effect and must be altered to gain approval.

Z = may authorize. To authorize is to issue a directive that triggers action. "Z" positions are held accountable for:

1. Initiating proposals
2. Coordinating participation of "A" and "C" positions
3. Insuring that "I" positions are informed of the decisions
4. Issuing directives that trigger the carrying out of decisions

A Decision Structure Chart cannot be successfully imposed on an organization by command. It should be developed by the people who will have to work together. Then the chart will represent a statement agreed upon by the various positions.

Although any position may make recommendations, the "Z" position is expected to do so. If needed changes are not proposed, coordinated, and authorized by "Z", he has failed to fulfill his responsibilities. He will benefit from a working relationship with other positions which welcomes, encourages and increases the number of proposals for needed changes.

Approval from "A" means that a decision may be carried out. Authorization from "Z" means that the decision must be carried out.

Form of Chart

In the Decision Structure Chart the positions (decision makers) are listed at the heads of the columns. The row heads list various decisions. In a cell formed by the intersection of a position (column) and a decision (row), a code symbol shows how that position participates in that decision.

Sample 1: Decision Structure Chart

Decisions	Standards Dept.	Production Dept.	Data Systems
1. Decide on production methods--pilot phase	Z	A	I
2. Change production methods--production phase	C	Z	I
3. Change labor standards	I	Z	I

Sample 1

If one department may authorize and the other may veto, a negotiating relationship is established in which both parties must be satisfied. An "AZ" relation occurs between the Standards Department and the Production Department

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on decision 1. This shows that the organization wanted considerations such as efficiency and value analysis to be represented by the Standards Department. Realistic production techniques and capabilities were represented by the Production Department. The best decision, then, would be one on which the **two departments agreed.**

On decision 1 the Production Department is in a staff relation to the Standards Department: only the latter can authorize methods of production. On decision 2 the relation is reversed. The Standards Department is providing consultative services to the Production Department.

Sample 2: Decision Structure Chart

Decisions	General Manager	Standards Dept.	Production Dept. A	Production Dept. B
4. Purchase capital equipment up to $5,000	I	Z (self) C (others)	Z	Z
5. Purchase capital equipment over $5,000	Z	A (self) C (others)	A	A
5a. Decide what kind and how urgent the need		Z (self) C (others)	Z	Z
5b. Decide whether to buy	Z	I	I	I

Sample 2

This chart shows the relations between the General Manager's office and those to whom he has delegated responsibility. Decision 4 illustrates that each department may authorize its own purchases up to $5,000, but departments A and B must consult with the Standards Department.

The purchase of capital equipment costing more than $5,000 can be authorized only by the General Manager (decision 5). The "A" under the various departments indicates that the General Manager will not purchase equipment that they do not want or agree to. The codes relating to decision 5 are a shortened form of the two decisions shown opposite 5a and 5b. The departments have final authorization on what kind and how urgently the equipment is needed. However, the General Manager has the final authorization as to whether it shall be purchased. This agreement recognizes that the needs of the departments may be only one factor the General Manager must take into account when deciding whether to buy equipment.

Can a subordinate have the power to authorize (Z) when his manager has the right to veto (A)? Such a relation suggests that the manager is unwilling to delegate fully. When a manager retains veto power, the subordinate will usually feel he should not be held accountable for the results achieved. If he is held accountable, he will probably feel resentment and frustration. He is being judged by results that follow from his manager's actions. If a subordinate is not ready for full delegation, it would be better for his manager to retain the "Z" and allow the subordinate to have a "C" or an "A" (as in decision 5).

A manager may retain the right to veto decisions of a subordinate. However, a better relationship develops if he determines proper operating limits within which the subordinate is free to authorize. The latter can see the effects of decisions that he views as his. He has a chance to make mistakes and to learn from them. As he shows that he can handle more responsibility, the operating limits can be widened.

Sample 3: Decision Structure Chart

Decisions	Production Department	Employment Department
6. Decide on qualifications required for jobs in his department	Z	C
7. Decide methods of determining an applicant's qualifications	I	Z
8. Hire personnel for specific jobs	Z	A

Sample 3

This section of a chart shows the relation between a supporting service (Employment) and a Production Department. The codes indicate that the Production Department authorizes the qualifications expected of applicants. In setting these they consult with the Employment Department.

Next, the Employment Department decides how to determine an applicant's qualifications: what to include in interviews, what tests and reference checks are necessary. The Employment Department informs the Production Department of these procedures. The Production Managers then know how to interpret information received from Employment.

The final hiring is authorized by the Production Managers. The "A" under Employment Department indicates unsuitable candidates have been screened out before applicants are sent to the Production Department.

Steps in Chart Construction

People who must coordinate their activities should work out their own decision-making structure chart. The session should result in each person being clear about his role in relation to the others. In addition, each should have a clearer understanding of the network of interrelations in the decision-making process.

A chart may be made showing the decision-making structure of a work unit, such as a department, or it may show the structure of a number of interrelated work units.

A manager usually will work out a decision-making structure chart with his immediate subordinates.

The steps in chart construction are as follows:

1. Decide what areas of decision making are to be charted. Following are some possible areas:

   a. Decisions about personnel and personnel practices, wages

   b. Decisions about purchasing, capital equipment expenditure

   c. Decisions about product standards, specifications, processes

   d. Decisions about planning activities, scheduling, forecasting

   e. Decisions about training, communications

   f. Decisions about credit policies, billing

   g. Decisions about new products, research emphasis

2. The group determines the key decisions to chart in that area. Usually they will start with decisions that are causing trouble because the decision points are unclear. They may use a form of functional flow analysis to locate the decision point.

   What is a decision point? All work follows guidelines (criteria or principles) whether stated explicitly or not. Some set of priorities determines which order will be filled first, which piece of equipment will be purchased. Unstated or stated criteria determine whether additional personnel are hired, whether overtime is worked, whether a person is granted vacation time in advance. A decision point concerns how such criteria or guidelines are determined.

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For example: "Commits finished instruments to orders." Perhaps Clerk A does this task. It is an implementation of a decision, not the decision point. How does Clerk A know which orders to fill and which to delay? He has certain guides, for example, which indicate that military orders should be handled one way and civilian another. How are the guides he uses to make the commitments set up? The answer to this indicates the decision point. The heading for this decision might read, "Establishes criteria for committing finished instruments to orders."

The decisions the group wishes to structure should be listed down the left-hand column. Each one is the title for the row to its right.

Following are examples of decision points that were identified in mapping the relation of instrument design, marketing, production, quality assurance, materials management, and data systems to the task of maintaining quality:

a. Decides performance goals for new instruments

b. Sets performance specifications for prototype instruments

c. Sets specifications for parts purchased from outside vendors

d. Sets specifications for parts produced in plant

e. Decides whether various specifications are consistent

f. Decides on conformance of purchased parts to performance and design specifications

g. Decides on adequacy of evaluation methods being used by inplant production

h. Decides what changes will be made in methods of evaluation

3. The top row contains the names of the positions, departments or other operating units in the decision-making structure. Each one is the title for the column below it.

4. The group now decides how each position participates in each decision. Obviously, this requires much discussion to make sure that each participant has expressed his concern and has understood others.

5. The chart represents the agreements reached in discussion. All decision points will not be discovered in one discussion. The chart needs to grow as the group discovers decisions which have been overlooked. Over a period of months a group will evolve an

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increasingly more complete summary of their decision-making structure. As conditions change and the decision-making process shifts, the chart should be changed to reflect them.

General Comments

How does decision-making structure relate to a delegation chart?

First, a "Z" position, one that can authorize action, is the position held accountable.

Secondly, when two departments which have an "AZ" or negotiating relation cannot agree on a decision, a stalemate results. The arbiter is the person (or persons) on the delegation chart to whom the disputing departments report. In sample chart 1, if the Standards Department and the Production Department could not agree on production methods for a pilot run, the General Manager (to whom both are accountable) would resolve the conflict.

Does the chart show the amount of authority in each position?

Yes. The authority of a position consists of the actions that can be authorized by the position. Supervisor A has more authority than Supervisor B because A can hire, fire, grant wage increases, determine the size of his crew and authorize overtime; while B can only make recommendations to his work leader.

Positional authority is always over the work process, not over people. If one position is given a "Z" for a certain decision point and another has an "A", this does not mean the "Z" position is superior to, has higher status than, or has authority over "A". The "Z" means the position is the logical point to propose, to coordinate opinions and to initiate action. "Z" also is held accountable for the results of the action.

Why aren't some positions called "staff" and some called "line"?

The staff-line distinction was never based on what managers do, but on what they ideally were supposed to do. The concept was too oversimplified to fit the reality: each department may authorize some activities, approve or veto others and provide consultation on others. The relation between two departments depends on the decision being made.

The staff-line distinction is not used in charting the decision-making structure because it is not helpful. The question is not "Which department is staff and which is line?" but rather, "What kind of influence and participation does each department have with each specific decision?"

How does a position guide relate to the decision-making structure?

The decisions in which a position participates, whether "Z" and "A" or a "C", would be listed as part of the position's responsibilities. Following are samples of the way decisions might be listed in a position guide:

1. To decide on the best production methods during Pilot Phase, subject to approval of the production departments

2. To provide consultation on the value factors associated with changes in production methods for parts in Production Phase

3. To authorize up to $5,000 for the purchase of capital equipment needed to make possible the most efficient service by the Standards Department

4. To provide consultation which will enable production departments to purchase the most effective equipment for their needs.

A position guide for an individual position will include much more than decisions that fall within its scope. Any department manager must carry out many responsibilities according to decisions made elsewhere in the organization. These would show on a position guide. They are not on a decision-making chart that includes the department itself.

Does a chart of the decision-making structure solve the problems of overlapping authority or of gaps in authority?

No. The chart solves nothing. The discussion in construction of the chart points up and helps to resolve problems. The chart is merely a report of the agreements made. The test is in subsequent actions of the people who agree on the structure.

Will consulting with others be costly and time consuming?

That depends upon effective use of the people as consultants to each other.

The agreements to consult are listed so that people will see how they participate in the decision-making structure. A position will not wish to be consulted to the same degree in every decision just because he has a "C". The "Z" position is expected to use judgment as to when a phone call will suffice and when a presentation with designs, facts and objectives is essential.

As the code definitions point out, consultation should occur early in the formulation of a problem and the search for a decision. If it does not, the "C" and "A" positions are not allowed full participation. If early consultation does occur, less total time will be required.

People spend a great deal of time in problem situations trying to resolve problems after decisions have been made. This can be avoided if wide participation is solicited early and continues throughout the process. The decisions which result will be sounder, more justifiable and better accepted. The end result is increased stability and a saving of time.